

Team AFJROTC



BY COL NORM BALCHUNAS
DIRECTOR, AIR FORCE JROTC

Wow! I am constantly amazed at the tremendous work being done across American (and DODD) schools in our Air Force JROTC class rooms to help our cadets truly become better citizens in this great country.

From the great partnerships formed across communities and school administrations, to the after school one-on-one mentorship sessions between instructor (also known as Sarge, Mom, Dad, Major) and student — each of you is to be commended for “mission accomplished”. Now stand by for your next ATO (air tasking order) because you know that this job is never done. There’s another group of freshman headed your way, with the same deer in the head lights look in their eyes, maybe multiple face (not just body) piercings, amazing, but not quite military hair styles; so you can start all over again helping them to not close doors in their own life.

We are doing our best at HQ to stay focused on your needs and you’ve kept us busy:

We opened 75 units this past year (what we’re we thinking?). I apologize to any cadet that we did not get into a uniform this year. Frankly we overwhelmed parts of the system opening this many units, but due to your strong efforts they are all up and running.

BTW, we plan on opening another 25 new units, with activation orders for July 08. We hope to continue that metered progress to meet the congressional goal of 955 AF JROTC units.

A significant challenge in opening these units was finding the right instructors; we successfully got instructors in place in every unit and now have the highest instructor employment average ever, with a 97%

fill rate across the program. We have a couple of new tools available soon to help at-

tract and retain quality instructors.

The 2007 National Defense Appropriations Act enabled us to hire retired Guard and Reserve members even though they are not yet drawing their retirement. We are still working out a jointly acceptable pay scale.

The same 07 NDAA also increased longevity pay for E-8, E-9 and O-6s and should be reflected in your/their pay now (how cool to keep getting raises for your extended service!).

We’re getting ready to ship a brand new instructor recruiting video to all Transition Assistance Program offices across the AF, wing and base commanders, Senior and NCO academies, and our PME schools, to plant the seed on continuing to serve as a JROTC instructor. The video will also be available on Cyber Campus for your use in discussing your career with retiring peers.

Our Area Administrators conducted over 250 unit evaluations. Details are in an attached article, but overwhelmingly units met or exceeded the AF standards.

Curriculum continued to field exciting textbooks and workbooks to help engage your students in their own education. I’m really excited about two new courses available this coming fall.

AS100 will now be “A Journey into Aviation History”; this re-worked AS100 course takes many of the best hands-on activities of our aerospace program and combines them to actively engage the targeted population of freshmen into wanting to pursue deeper aerospace coursework with JROTC.

Fifty-two schools tested the new Global and Cultural studies course with tremendous feedback, and it has now been distributed across the program. This course develops an international perspective in up to 6 major regions of the world. Targeted at our sophomore population, it takes citizenship to the right level for our globally connected students.

Cadets across the country actively participated in our new wellness curriculum, designed to help them develop the skills to maintain a healthy body, mind and spirit. This program started in a “Crawl” fashion with an individually tailored 36 week workout program that does not require special facilities or equip-

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Operations Support	334-953-2675
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Educational Support	334-953-7743
Instructor Mgmt.	334-953-7742
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ment. Working with specialist in high school wellness education we will soon send our instructors 36 group teambuilding/leadership/wellness exercises that will take us well into the "Walk/run" phase; setting a standard for wellness education in American high schools.

We appointed a field grade officer to work AFJROTC NCLBA and individual state issues. Initial focus has been on Florida where there is almost no room for JROTC as an elective class and in California where previously we were awarded PE credit, which is now at risk. We are getting actively engaged with state AFJROTC POCs and their joint counterparts to share lessons learned to ensure that JROTC remains a viable alternative for as many students as possible.

Initial feedback on the 25 schools that started Air Rifle Marksmanship programs has been very encouraging. It has definitely helped some cadets to not only "focus down range" with an air rifle but with their study skills and education/career aspirations

Initial feedback on uniform options (which require HQ waivers) showed mixed reactions. JRO will share end of year data as it is collected.

BDUs (camouflage uniforms) are nice to have as an option, but do not significantly impact retention.

Freshman immersion programs, where new cadets learned about proper uniform wear, respect, grooming and being part of a team, before being issued their "blues" had more positive impacts. This is not something for all areas of the program but did show a significant increase in freshman retention between first year semesters.

We recognize the incredible impact of drill competition across JROTC and brought a team of experts together to draft plans for a true AF National Drill Competition; more info will be shared as we develop

the regional steps leading up to a nationals.

We would be incredibly remiss to focus on the latest option in JROTC and not continue to resource great programs like model rocketry and orientation flights which have always engaged our cadets imagination and desire to "slip the surly bonds" of earth

We anticipate clearer guidance soon on the future use of high rope courses and the like. An active duty Airman was killed this year at Shaw AFB and the investigation caused Gen. Moseley to stop ALL rope and confidence course training across the AF. We realize the incredible value of this training, but the AF had to take ownership of these resources and programs and ensure each and every Airman's safety.

Safety has always been paramount; it is critical to the way all of us have operated. Unfortunately due to the age range and maturity of our cadets, we continue to lose lives due to tragic automobile accidents; please continue to enforce the concept of being a good wingman with them.

I'm off to be the ROTC detachment commander at the University of Alabama so I guess I have to get used to hearing "Roll Tide". I envision staying in the education business for a while and potentially joining your ranks in a high school somewhere down the road. The new director coming in July will be Col. Richard "Rags" Ragaller, a rescue helo driver. Before he gets here we will have him visit JROTC schools in the Vegas area this month and participate in several programs with them to help him get the right sight picture. I wish him and all of you the best.

It's been an absolute honor to have been part of "Team AFJROTC", I would have never imagined this would be such an amazing opportunity and daily I feel re-blued by our cadets and instructors. Thank you.

Cadets show off academic skills

The Air Force JROTC unit at Woodlands High School, Woodlands, Texas placed First in the 2007 JROTC President's Academic Championship. North Allegheny High School, Wexford, Pa., placed Second and Altus High School, Altus, Okla., placed Third.

The competition was created to highlight the demanding high school curriculum in the JROTC program and provide a challeng-

ing academic competition. The competition, sponsored by College Options Foundation and produced by nationally-recognized software and question development experts, began with a test of over 120 Air Force JROTC teams from across the United States using a fast-paced internet game.

Winners progressed to Level II, after which 12 finalists competed in The Championship round. Each

level included questions from JROTC curriculum, standardized tests, such as SAT, ACT and AS-VAB, and current events. National winners received team plaques, college admissions software, savings bonds worth hundreds of dollars and the satisfaction of knowing that they competed against hundreds of students and proved their academic abilities.

AFJROTC to hold eight Honors Camps this summer

Universities of New Mexico and Oklahoma to host

By Lt. Col. Dan Eddy

ATHC Coordinator

U.S. Air Force Junior Reserve Officer Training Corps will hold eight Aerospace and Technology Honor Camps this summer at University of New Mexico and University of Oklahoma, according to Headquarters Air Force Officer Accessions Training school, Maxwell Air Force Base, Ala. The objective of each AFJROTC Aerospace and Technology Honors camp, is to introduce high-achieving high school cadets to scientific, technical, and rated career opportunities in the Air Force. Students selected for the camps have a minimum GPA of 3.0, are rising high school juniors, or seniors, enrolled in college prep math and science courses, and have demonstrated leadership and accelerated academic potential.”

In addition, applicants represent the top one half of one percent of the approximately 110,000 AFJROTC cadets worldwide including department of defense high schools overseas.

Each camp will host 54 cadets from all over the U.S. and abroad. Thousands of applicants apply each year for the limited spaces in the camps. The curriculum for the eight camps will include learning about aerospace education, Air Force opportunities, and college campus life, with an emphasis on encouraging students to apply for admission to a college or university. At the camps, students will have speakers and instructors who are faculty in the Engineering, Physics, Mathematics, and Chemistry departments as well as Air Force general officers and leaders.

This year’s eight camps, serving 432 students in all, will take place on the following dates: June 10-15, June 24-29, July 8-13, July 22-27.

The June 10-15 camp, in New Mexico, will be an “all-services” camp. Air Force cadets will participate in the first June camp alongside JROTC cadets from the Army, Navy, and Marines. In addition, AFJROTC will also send an additional 45 cadets from the list of ATHC applicants to attend the Navy Sail Academy in San Diego Calif., the Marine Corps Joint Camp in Bozwell, Pa., and the Army Joint Camp in Kiowa, Colo.

Among events that will take place during the camps will be tours at Kirtland Air Force Base and Tinker Air Force Base research and development labs; an Undergraduate Engineering Program; several VIP guest speakers, including a possible appearances by Congresswoman Heather Wilson (Air Force Academy graduate) and Maj. Gen. LaRita Aragon (first female Native American general in the Air Force); a trip to a regional airport for flight instruction, during which

students will be able to go up in and pilot small planes; field trips to museums and historical sites; and a formal dinner and a graduation recognition ceremony will be held.

The AFJROTC

camps are overseen by Camp Coordinators, Col. Steve Jones and Lt. Col. Dan Eddy, and Curriculum Coordinators, Naomi Mitchell and DeShana Chisolm all from HQ AFOATS, Maxwell AFB, Ala.

For further information about Air Force Junior ROTC Aerospace & Technology Honors Camp program, contact AFJROTC Headquarters at 1-800-235-7682 ext. 3-9488, or log on to www.afjrotc.af.mil/afjrotc.

You can also contact Colonels Jones or Eddy, Aerospace & Technology Honors Camp Coordinators at HQ AFOATS, Maxwell AFB AL 36112, or hq-athonorscamp@afjrotc.net.

Possible retired Guard and Reserve instructors; more pay for some instructors

By Jo Alice Talley

CHIEF OF INSTRUCTOR MANAGEMENT

Retired National Guard and Reserve members are now eligible to apply for Air Force JROTC instructor positions. In the past, only retired active duty Air Force members drawing their military retirement were considered for instructor duty. This limited the number of eligible, interested applicants to fill instructor positions.

Full implementation of these members is pending final clarification of how the JROTC services will calculate the minimum instructor pay required by schools for employment. AFJROTC is actively pursuing MIP clarification, and anticipate approval before the end of this school year.

In the interim, retired Guard and Reserve members may submit an electronic instructor application for review pending MIP clarification and implementation. Members may complete the application on our public website: www.afoats.af.mil (select: AFJROTC).

AFJROTC currently operates 869 units worldwide and has been approved by Congress to add an additional 86 units. AFJROTC is in need of instructor applicants, especially female applicants, to fill current instructor positions and to meet further expansion needs.

Currently, female cadets comprise 42 percent of 102,000 cadets, while, only 5 percent of our more than 1,900 instructors is female. AFJROTC is developing a program to brief all retiring Air Force members about the AFJROTC program and employment as instructors. We are requesting current instructors to volunteer to present the AFJROTC briefing at their local host Air Force base. We ask that you allow your instructors time to present this information on behalf of AFJROTC at their local base.

Interested instructor volunteers may contact Ms. Jo Alice Talley, Chief of Instructor Management, for further information.

Each April, AFJROTC recognizes the top 10 percent of instructors who have made a significant impact on their cadets, school and community above and beyond their assigned duties with the Outstanding Instructor Award.

AFJROTC is pleased to announce the selection of 185 instructors for the 2006-2007 Outstanding AFJROTC Instructor Award! Winners are selected based on their overall AFJROTC record and written nominations submitted by principals and Senior Aerospace Science Instructors from each unit. Nominations are submitted via an Instructor Evaluation Report.

This year, only 200 award nominations were received. While we anticipated a drop in nominations due to elimination of the mandatory annual instructor evaluation report, this was a dramatic drop in nominations from the 545 nominations submitted for 2005-2006.

We understand the enormous amount of duties and responsibilities you face each day, and another report is the last thing you have time for. However, we urge you to consider recognizing the outstanding contributions of your AFJROTC instructors by submitting an award nomination on them for consideration in the future.

Under the 2007 National Defense Authorization Act, the service longevity pay was increased past 26 years of service for military members in the ranks of Colonel, Senior Master Sergeant, and Chief Master Sergeant. The increase became effective April 1, 2007.

As you are aware, AFJROTC instructors must be paid at least a minimum instructor pay. MIP is based on the difference between the instructor's active duty pay, if called to active duty today, less their gross military retirement earned. Your school pays the instructor the full MIP amount and AFJROTC reimburses one-half of the MIP amount to your school/district.

This service longevity adjustment will increase MIP for AFJROTC instructors in the ranks listed above and will be reflected on the Apr 07 MIP statement received by your district from the Defense Finance and Accounting Service. The April 07 statement will reflect the increase as well as the increase in Air Force reimburse of one-half of the MIP amount. Impacted instructors have been advised of this and directed to immediately provide appropriate district personnel with notification of a pending adjustment.

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Assessments branch strives to meet needs of units and schools

BY CAPT. JEANNIE SASNETT
CHIEF, UNIT ASSESSMENTS

"We cannot always build the future for our youth, but we can build our youth for the future." – President Franklin D. Roosevelt

Based on the overall results of this year's unit evaluations, Staff Assistance Visits and new unit visits, our Air Force JROTC units are truly preparing our youth for the future. During this year, our eight Area Administrators completed over 250 graded unit evaluations, 52 SAVs, 68 new unit visits and 11 miscellaneous visits.

Out of all our UEs, 44% are exceeding standards! A slightly smaller percentage (33%) are meeting standards, with even less (16%) receiving a Meets Standards with Discrepancies rating. A very minute portion (7%) of the units received a Does Not Meet Standards rating.

These results tell us that you all are truly working hard and successfully to build our youth to be future leaders.

This year, the assessment branch has had personnel changes that you need to be aware of. I assumed the duties as the Assessments Chief in March, Mrs. Rebecca Julian joined us in April as an Area Coordinator and Mr. Douglas Davenport is still with us as an Area Coordinator. Our job is to serve your needs, so please let us know how we can assist you.

There are a few trends that we have noted this year and would like to bring to your attention:

- Internal Assessments are required annually. However, if you received a SAV, New Unit Visit or Unit Evaluation in the current year, an Internal Assessment is not re-

quired. Additionally, a printed copy with the Principal's signature is **not** required. Finally, the Internal Assessment is not rated, so when the report is complete there will be no rating assigned.

- If discrepancies are identified during a Unit Evaluation, regardless of the overall score, a Plan of Action will be required.

- If contractual compliance discrepancies are identified, a plan of action letter from the Principal will be required.

Our Assessments team is here to serve you and help you in any way we can. We appreciate all the hard work and dedication you display every day. It is truly evident when we see the results our Area Administrators bring to us. Thank you for all that you do!

Schools desiring Air Force JROTC ranked annually

BY MAJ. TRAVIS TANKERSLEY
CHIEF, OPERATIONS

Each year, Air Force Officer Accession and Training Schools nominates high schools that have applied for an AFJROTC unit to the Secretary of the Air Force for approval.

This process is repeated annually to allow AFOATS to consider applications received since approval of the previous list and combine them with schools already on the waiting list. The prioritization process takes into account equitable representation among the states (required by law), adequacy of facilities, instructor

availability, student body size, school's time on the waiting list, and special cases such as magnet schools.

AFOATS adjusts a school's ranking if there is a change in school status to ensure the most qualified schools receive offers and to ensure compliance with public law regarding equitable representation among the states. AFOATS currently has 869 active units and will continue expansion efforts until a total of 955 programs are activated. The current applicant list contains 167 schools desiring AFJROTC units.

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New Air Force JROTC Aerospace Science Course

AS-100: A Journey Into Aviation History

By LINDA SACKIE

AFJROTC CURRICULUM AREA MANAGER

The Air Force Officer Accession and Training Schools Curriculum Division has developed a new aviation history course, designed to replace our current Air Force Junior ROTC program history course. AS-100: *Aerospace Science: A Journey Into Aviation History* is to become our new first-year cadet aerospace science course. It presents aviation history to new cadets, focusing on the development of flight throughout the centuries, from the most ancient civilizations to the current era. It emphasizes civilian and military contributions to aviation, the development and modernization of the United States Air Force, and a brief history of astronomy and space exploration.

The course it is replacing, AS-110: *Frontiers of Aviation History*, will remain in our inventory until June 2009, but we have requested units to teach the new course effective with the upcoming fall term. Student and instructor materials for this course will be delivered to our

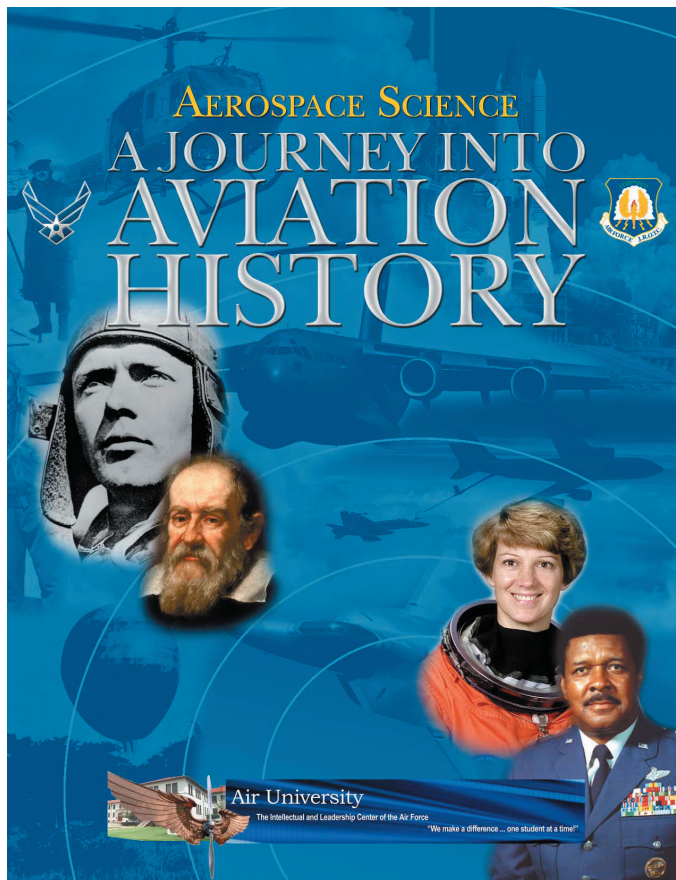
units this summer.

Our vision for this course was to bring alive the significant events that make up the exciting history of aviation. Along with the events, we focus on those people who accomplished them. This book tells their stories and shows why we are so proud of our Air Force heritage, which lays the foundation for the

clude *Flight Paths* — short profiles of famous people whose lives illustrate aspects of the lesson material; *Skynotes* — which provide brief information about a topic; and *Capsules* — interesting tidbits related to aerospace facts. Throughout the course, there are readings, video clips, hands-on activities, and in-text and student-workbook exercises. A student workbook and an instructor guide with lesson plans and slides supplement the text.

“Unit One: Imagining Flight” covers ancient flight. It includes how people discovered flight and the early days of flight. Students will read how the imaginative thinking of Leonardo da Vinci led people in following centuries to experiment with parachutes and gliders.

“Unit Two: Exploring Flight” deals with the pioneers of flight. It begins with the Wright brothers and discusses the development of aircraft and air power in World War I. It continues with lessons on the barnstormers; flight goes mainstream; and commercial flight, air mail, and helicopters. Students will read about the Wright brothers’ careful and logical experiments that led to the first controlled, manned, heavier-than-air flight. They’ll study how aviation developed rapidly during World War I and how Charles Lindbergh captured imaginations with his trans-



AFJROTC program. We know this course will meet one of our objectives — to provide instruction in air and space fundamentals.

New features of this book in-

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Atlantic solo flight.

“Unit Three: Developing Flight” focuses on the early days of the Army Air Corps through the use of air power in World War II. It then goes on to the propeller and jet eras in commercial flight. The discussion of the modern Air Force includes U.S. Air Force beginnings through the Korean War, the Vietnam War, and other military operations and global interventions conducted into the 21st century. Students will read about how brave Allied flyers helped liberate Europe and the Pacific region during World War II, the birth of the independent U.S. Air Force, and the role air power has played in U.S. global interventions since then.

“Unit Four: Extending Flight” begins with an introductory study of astronomy and space, starting with

the solar system and early astronomers, then turning to rocketry and the space race. It goes on to discuss the space program and the future of operations in air and space. Students will read about the beginnings of the space program, the first men to reach the moon, the accomplishments and tragedies of the space shuttles, and possibilities of the future uses of air and space.

This book is designed to educate of all who enter the doors of our AFJROTC program, to enhance their knowledge of the historical and potential future use of air and space by humanity. We hope that as students go through this course, they will think about the possibilities that lie ahead and the great things that they can experience in their lives.

Global and Cultural Studies new JROTC curriculum offering

BY ROGER LEDBETTER

ACTING CHIEF, AFJROTC CURRICULUM

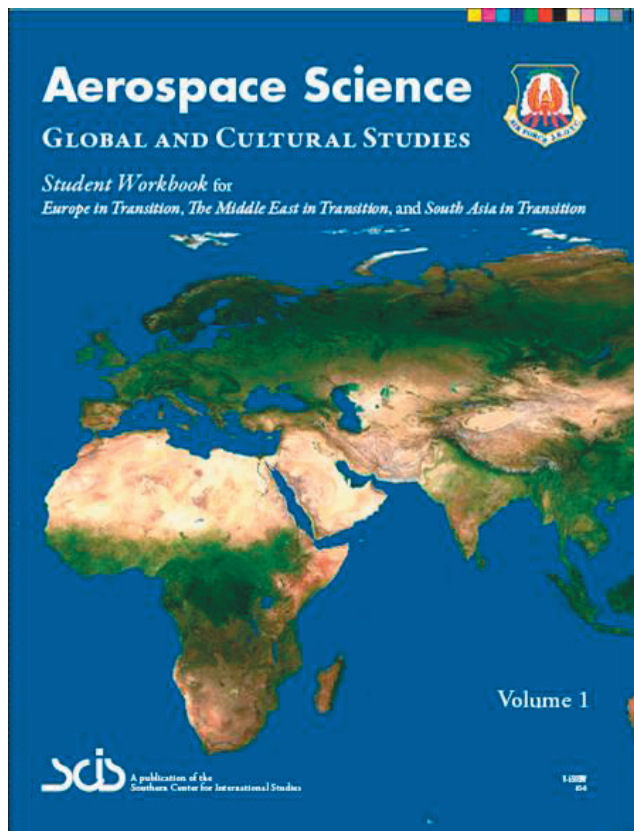
Air Force Junior ROTC will make its new social studies course, “Global and Cultural Studies”, available to all units effective with the fall term of Academic Year 2007-2008. This new course is a multidisciplinary social studies program designed to acquaint cadets with six regions of the world from a geographic, historical and cultural perspective.

It is an interactive, student/group-centered, hands-on course designed to engage the cadets in the learning process as opposed to the standard lecture format. The course covers six world regions: Europe, the Middle East, South Asia, East Asia, Africa, and Latin America. Instructor materials include videos for each region, lesson plans and handouts, overheads and other

resources for instructors to use to facilitate the hands-on activity and guided discussion format. Workbooks are also provided for students and include short essays and questions for each lesson. Feedback has been very positive from cadets, faculty, administrators and parents in the 53 schools where we tested the course this year.

This is a refreshing new course that teaches cultural elements from an international perspective on the six major regions of the world. AFJROTC instructors have been provided detailed information on this course and have been furnished a full set of instructor materials and student workbooks that may be used to show you this new potential core credit course for your school. Course content for this class meets national standards for social studies, with correlation accomplished using the National Council on Social Studies standards. The correlation

results are provided to our instructors in the materials they receive from our headquarters.



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